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NOTES ON GEOGRAPHICAL EDUCATION.

BY

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THE PLACE OF GEOGRAPHY IN ELEMENTARY SCHOOLS.—Under this title Dr. W. T. Harris, Commissioner of Education, has presented a very interesting paper in the January number of the *Forum*. In this paper the author has outlined his reasons for putting Geography next to Literature as the most important branch in the elementary curriculum, basing his ideas in reference to the value of different subjects to the child on two principles: first, that subjects must be chosen "to give the child an ability to understand his environment, and to come into mastery of it so that he can make it useful to himself"; and, second, "to develop the intellect, the memory, the judgment, or the heart."

The author then considers some of the special ideas that the pupil will gain from geography study, and states that the superficial general notions taught from a poor text by an average teacher are more important to the child than the specific notions that come later. This is a statement of opinion in which geographers cannot all agree, though general notions are of value to beginners, if they are geographically accurate and foundational.

The second reason for the importance of geography is that it gives training in observation and reasoning, and a strong plea is made by the author for a study of causal relations in geography—a subject that is now being recognized by all the better texts and teachers.

The third part of the paper is devoted to a plea for an extension of the conception of geography as used in school work, so that it will include the influence of man upon the earth about him as well as the influence of the earth on man. Much that the author calls for in reference to the "transformation of nature by man" is already being included in school work, now that emphasis is being laid on commercial geography and the geography of industrial life.

Finally, the author pleads for a decrease in the tendency to explain the essentials of all human progress as the result of physical environment.

In fact, the paper may well be called a protest against narrowness in the conception of the scope and sphere of geography in elementary teaching—a protest not to be addressed to those students of general education who have already put on record their serious objections to the chaotic complexity and all-inclusiveness of geography as taught in elementary schools.

THE CHICAGO COURSE OF STUDY IN GEOGRAPHY.—For many months a special committee of teachers has been at work on a course of study for geography for Chicago schools. This committee has recently reported, and though the course outlined has not been officially approved, it has behind it a weight of support from those who are doing the work of teaching.

The course is aimed to extend from the second to the seventh year (inclusive) of school life. The second year is devoted to elementary treatment of direction, distance, the weather, and the life of children in other lands.

In the third year home geography is emphasized, with special attention to the geography of life conditions in Chicago. Observation work on climate, on the stars, and on simple phenomena of earth change is outlined here and in later grades.

The fourth year is devoted to a special study of North America, and especially to the Mississippi Valley. This work also extends to the fifth year, most of the time being devoted to the United States. The plan followed is that of teaching by so-called "types," and the topics chosen for emphasis show clearly the influence of the point of view outlined and published by Dr. C. A. McMurry, of the Normal School, DeKalb, Ill.

The latter part of the fifth year and the whole of the sixth year are devoted to the other continents, and the seventh year is devoted to an advanced consideration of North America and of the United States by physical division.

On the whole, the course may be said to follow the plan of having the life conditions lead in the earlier work, and the physical conditions lead in the later work. Some criticism might be offered in reference to the manner of study of the continents in the earlier years, but the course as a whole is more geographically strong than that of any of the large city courses known to us.

It is interesting to note that the consideration of the causes and consequences of earth motions is developed through observation and brought to a head only in the last year—very much later than usual. The course should be of great service to all students of elementary school geography, and is to be strongly commended as being very advanced.

THE SPELLING OF GEOGRAPHICAL NAMES.—Too little attention is paid in this country to uniformity in the spelling and pronunciation of geographical names and to the rules that should be adopted in applying new names. The United States Board on Geographic Names rules upon all cases that are brought to its attention, and its decisions are usually followed in Government publications and by the leading text-book and atlas-makers. This Board does not, however, conform to the rules of the Royal Geographical Society of Great Britain, which rules have especial weight in Europe, and are generally accepted by geographers.* In fact, these rules are too little known among workers in geography in the United States.

The work of teachers and of pupils, as well as of authors, would be much simplified if authoritative rules such as those of the Royal Geographical Society were conscientiously followed in the spelling of foreign names. It would be an excellent plan for the Geographical Societies of the country to join in a crusade for uniformity in reference to geographical names, and especially in reference to the naming of newly-discovered geographical features, for which the rules of the Royal Geographical Society, quoted below, seem most sensible and appropriate:

> 1. That before putting forward any personal or fanciful name the traveller should do his best to ascertain that no local name exists, and, where none is forthcoming, should further consider whether it might not conveniently be derived from the vicinity, *e. g.*, from an adjacent stream, or pasture, or glacier, or from some characteristic of the natural object itself.
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> 2. That no one should commemorate himself in this manner.
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> That any new nomenclature which a traveller may desire to suggest should be put forward tentatively and subject to the approval (1) of the Administration of the region or country, if there is one; (2) of the Official Cartographer of the country, if it possesses a Survey Department, or of the State to which the region may belong; or (3) of the Council of the Royal Geographical Society.

SUMMER OPPORTUNITIES IN GEOGRAPHY ESPECIALLY ARRANGED FOR TEACHERS.—A careful inquiry into the question of summer opportunities for geography work at the leading universities and normal schools, as announced for 1902, shows an increasing list of courses especially adapted to the needs of teachers in elementary and secondary schools. The greatest emphasis is laid upon special phases of physical geography, or upon general physical geography, and upon the physical, political, and commercial geography of the United States. Most of the courses announced include a large amount of laboratory and library work, and some field work, and in every case the full material equipment of the departments is put to service, as it would be in the regular work of the academic year. Courses given under such conditions cannot but be more stimulating and more successful than sporadic courses at summer institutes.

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*The Second Report of the U. S. Board on Geographic Names repeats (p. 19) the statement made in the First Report (p. 7):

"Most of the nations of Europe . . . . . have practically agreed upon a system of transliteration, which, with one or two exceptions, has been adopted by this Board, thus coming into practical agreement in this matter with the rest of the civilized world."

One valuable phase of such work is the training in special personal study of the sources of geography—a training that will be of great permanent value when teachers return to the perhaps meagre but still probably greatly unused library facilities of their working places.

The attention given to the teaching of geography as a special problem is increasing, and in most courses offered the needs of teachers are constantly kept in view, and suggestions as to the teaching of special topics are given as the topics are treated in the course.

Among the courses for 1902 that deserve special mention are the following:

University of Chicago.—Physiography: Professor Salisbury. Elements of Meteorology: Dr. Goode. Elementary Ecology: Mr. Whitford.

University of Chicago School of Education.—General Geography: Associate Professor Baber. This course will include a study of physical, commercial, and political geography, in connection with the study of the continents, and will treat the selection of material for a course of study in geography.

Harvard University.—Elementary Physical Geography: Mr. Burr. This course will include the physical condition of the lands, classification of land-forms, earth as a globe, meteorology, oceanography, geographical controls of the distribution of plants and animals, geographical factors in the history of man.

Colgate University.—Physiographic Geology: Professor Brigham. Geography of North America: Professor Brigham. This course will treat the physiographic divisions of North America with reference to the history and industrial development of the several nations, especially of the United States. Laboratory Work in Grammar and High School Geography: Mr. Carney. This is a practical course to illustrate the methods and materials available for laboratory work in geography in the grammar and high schools.

Columbia University.—General Geography: Professor Dodge. This course will deal with the shape and motions of the earth, the elements of climate, the distribution and character of the climatic regions, and the features of the weather of the United States. Geography of North America, especially the United States: Professor Dodge. This course will treat the several natural regions of the United States geographically, with a view to showing the causal relations between the environment and life.

University of Wisconsin.—Physiography: Professor Fenneman. This course will include a study of the vicinity of Madison, the Baraboo Ranges, and Devil's Lake. Geography of the United States: Professor Fenneman. An advanced course from a physical basis on the geography of the United States.

University of Missouri.—Geography of North America: Professor Marbut. This course will consider the geology, structure, relief, climate, natural resources, population, industries, and commercial conditions of the United States.

State Normal School, Terre Haute, Ind.—The Development of Land-Forms: Professor Dryer. Meteorology: Professor Dryer. Geography of the United States, Physical and Political: Professor Dryer.

State Normal College, Ypsilanti, Mich.—Teacher's Geography: Professor Jefferson. This course will offer subject-matter training in mathematical geography, climatology, and elementary physiography, and the effects thereof. Commercial Geography: Professor Jefferson. Home Geography: Professor Jefferson. This course will be particularly devoted to the use of the local "out-of-doors" by teachers of geography.

Northern Illinois State Normal School, DeKalb, Ill.—Home Geography, the Earth as a Whole, and selected type studies especially arranged for teachers: Miss Rice. Comparative Study of the Continents: Miss Rice.

GEOGRAPHY MADE EASY.—Recently the attention of geography teachers has been called to two publications of Dr. Konrad Ganzenmüller, devoted to the spelling and interpretation of geographical names. One of these papers appeared in this BULLETIN in 1887, under the title *How to Enliven Geographical Instruction, and How to Lighten It*, and was a popular account of the meaning of geographical names in every-day use.

The other paper is a private publication by the author, entitled *Definitions of Geographical Names, with Instructions for their Correct Pronunciation.* This article deals in succession with the common names of the different large countries of the world, from which the following selections from those in the United States may be quoted:

CAPE PRINCE WALES was reached by Cook, August 19, 1778, and called in honour of the ENGLISH CROWN PRINCE (William). There were discovered: FREMONT'S PEAK by FREMONT, in 1846, and PIKE'S PEAK by PIKE, in 1806. MOUNT FAIRWEATHER was so called by James Cook, because of having seen it first in CLEAR WEATHER after a violent storm, May 3, 1778. HUDSON RIVER takes its name after HUDSON, who sailed up this river in 1609. There were named: MARYLAND, in honor of Henrietta MARIA, Queen of Charles I. (1625–1649); NEW JERSEY, in honor of George Carteret, an inhabitant of the island of JERSEY in the English Channel; and RHODE ISLAND, from a fancied resemblance to the Island of RHODES. Further: BALTIMORE, from the English Lord BALTIMORE; NEW ORLEANS, in honor of the Duke Philip of ORLÉANS, who ruled in France during the minority of Louis XV. (from 1715 to 1723); NEW YORK, in honor of the Duke of YORK, afterwards King James II. (1625–1688); PITTSBURG, in honor of the English Minister William PITT (1778); and WASHINGTON, in honor of George WASHINGTON, first President of the United States (1789–1797).

Sierra Nevada=Snowy mountains; Sierra del Monte Diablo=Mountains of the Devil's Peak; Rio Colorado=Red River; Rio Verde=Green River; Rio Grande (a tributary of the Colorado)=Great River; (*rio*) San Joaquin=Saint Joachim (river); (*rio*) Sacramento takes its name from the Holy Sacrament; Llano Estacado=plain marked with stakes; Montana=mountainous country; Nevada=snowy country.

Los Angeles (in California)=the Angels; Santa Fé (in New Mexico)=Holy Faith. Franciscan friars founded a missionary station on the coast of the Pacific Ocean, in 1776, and called it after Francesco d' Assisi, the author of their Order, San Francisco, Saint Francis.

The articles are of interest for reference by teachers; but they are not sufficiently accurate and systematic to be placed in the hands of pupils, and thus are not particularly valuable as rules for solving puzzles. The question of teaching the meaning of geographical names still remains a hard one, and receives too little attention.